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ABSTRACT

As part of the implementation of the Joint Policy Statement on Equality of Educational Opportunity, Michigan's State Board of Education conducted its first public school racial census in the spring of 1967. Information was collected about the racial composition of: (1) student bodies and staff by school building and (2) central office staffs of Michigan's school districts. Based on questionnaires returned by 3,374 principals and 63,469 classroom teachers of 1,830,665 pupils in Michigan public schools, this preliminary report includes analyses of the data related to the: (1) racial distribution in Michigan public schools; (2) racial concentration in schools and school districts; (3) relationship between the racial composition of pupils and teachers; (4) trends in racial concentrations; (5) attendance of pupils in nonneighborhood schools; and (6) racial composition of classroom and school related to such pupil and staff characteristics and attitudes as socioeconomic background of pupils, principal and teacher tenure, and teachers' attitudes toward pupils. Data on central office personnel are not included in this report. (NQ)

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## FOREWORD

The presentation of this report is but one part of a comprehensive program to implement the Policy Statement on Equality of Educational Opportunity of the State Board of Education. The State Department of Education will use these and subsequent findings to increase its effective support of efforts directed toward full realization of our moral and legal commitment to provide equality of educational opportunity in Michigan's schools.

The foundation of fact contained in this report provides a clearer definition of the problem with which we are all generally aware. On this basis, men of good will--citizens, legislators and administrators--can address themselves more intelligently and more successfully to the most crucial issue in American education, equality of educational opportunity.

Ira Polley
State Superintendent of Public Instruction

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# INTRODUCTION

As part of its implementation of the Joint Policy Statement on Equality of Educational Opportunity, the State Board of Education requested the cooperation of local school districts in Michigan's first public school racial census which was conducted in the Spring of 1967. It obtained information about the racial composition of student bodies and staff by school building. It also collected data about the racial composition of central office staffs of Michigan's school districts.

The State Department of Education received excellent cooperation from local school districts in providing the information which makes this and subsequent reports possible.

The support received testifies to the recognition by local school boards and administrators that the problem facing all of us is an urgent one. For while in the past decade we have moved with increasing speed toward the elimination of discrimination and segregation in education and in other areas of our national life, much more remains to be done. Because of housing patterns, economic stratification and population movement, racial isolation in the schools persists and presents a serious barrier to quality education.

Education is a state responsibility, and Michigan's Constitution and laws guarantee every citizen the right to equal educational opportunity, a right which is further supported by the U.S. Constitution and relevant U.S. Supreme Court decisions.

When, for whatever reason, students in educational programs are segregated, we know that the effectiveness of our equal opportunity guarantee is impaired and not only the children but also the state suffers.

This is a preliminary report of data from the Michigan Public School Racial Census of 1967. Subsequent reports will deal with identifying specific further educational implications. Further, the data collected in the Michigan School Finance Study will be used to demonstrate the relationship between racial composition of schools and curricular offerings, specialized services, finance, personnel, achievement and other relevant items.

With this information at hand, all of us should be able to join in making the public policy decisions needed if we are to meet our commitment to achieve true equality of educational opportunity in Michigan.

## PRINCIPAL FINDINGS

The Department had the assistance of Dr. Gerald Gurin and Dr. Patricia Gurin, Survey Research Center, University of Michigan, in the design of the questionnaires used in the Michigan Public School Racial Census. They prepared the preliminary analyses of the data contained in this report; and they will continue to assist in further analyses of the data.

The first report is based on questionnaires returned by 3,374 principals and 63,469 classroom teachers of 1,830,665 pupils in Michigan public schools.

### A. Racial Distribution in Michigan Public Schools

1. Of 1.8 million pupils recorded, 1.5 million, or 84.8% were white; 250,609, or 13.7% were Negro; 2,581, or 0.1% were Oriental; and 2,968, or 0.2% were Indian (Table 1).
2. Of 63,469 classroom teachers reported in the survey, 57,000, or almost 90% were white; 5,000, or 8% were Negro (Table 1).
3. Of 3,374 principals reported, almost 3,300, or 97.3% were white; 89, or 2.6% were Negro (Table 1).
4. When the racial distribution of pupils is looked at by school level--elementary, junior high, senior high--we see that the proportion of Negro pupils decreases as one goes from the elementary to the high school level (Table 2).

### B. Racial Composition of Schools and Classrooms

1. Of 3,222 separate school buildings reported, 3.6% had a student body of 95% or more Negro pupils (Table 3).
2. Almost 60% of the reported school buildings had no Negro pupils at all (Table 3).
3. Almost three-fourths (73.8%) of all Negro pupils in Michigan attend predominantly Negro schools (those with 60% or more Negro pupils) (Table 4).
4. Almost three-fifths (58.3%) of all white pupils in Michigan attend schools where no Negro pupils are present (Table 4).

### C. Racial Concentration in School Districts

1. Of all districts represented in this report, less than half (42.7%) had any Negro pupils.
2. Thirty-nine districts reported at least one school with at least 25% Negro pupils. Of these 39 districts, 31 have at least one school with at least 50% Negro pupils; 14 have at least one school with at least 95% Negro pupils (Table 5).
3. A review of the racial composition of the elementary schools in the 14 districts with at least one elementary school with more than 95% Negro pupils, indicates that the predominant pattern is for the school population to divide into predominantly white and predominantly Negro schools (Table 6).



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D. Relationship Between Racial Composition of Pupils and Teachers

1. The survey indicates a striking relationship between race of pupils and race of teachers. In classrooms with no Negro children in them, 97.6% of the teachers are white.

2. The larger the proportion of Negro pupils in a class, the more likely the teacher is to be Negro (Table 7).

E. Trends in Racial Concentration

1. The data suggests that racial concentration in Michigan public schools has been increasing (Table 9).

F. Non-Neighborhood Schools

1. 42.7% of the reporting schools have some non-neighborhood pupils in attendance, with the major reason being for a "special education program" (Table 10).

2. 10.6% of the schools report some non-neighborhood pupils in attendance to achieve "numerical balance" (Table 10).

G. Socio-Economic Background of Pupils

1. Differences in socio-economic background observed follow very closely differentiation according to racial composition. Schools with a large proportion of Negro pupils are schools serving children from predominantly blue-collar working class backgrounds (Table 11).

H. Teachers' Attitudes Toward Pupils

1. The findings suggest that teachers have more negative attitudes toward their pupils in classes with a larger proportion of Negro pupils (Tables 14-16).

2. Based on teacher perceptions, it appears that the greater the proportion of Negro pupils in a class, the lower the teacher's rating of their pupils' academic ability and motivation (Tables 15 and 16).

I. Pupils of Spanish-Speaking Background

1. 2.[illegible]% of the classroom teachers in the survey indicate that their classes consisted predominantly of pupils with Spanish-speaking background (80% or higher) (Table 17).

2. The data indicate that about one-half of one percent (0.5%) of the classroom teachers in Michigan are of Spanish-speaking background.

## ANALYSIS OF THE DATA*

This is a preliminary report of the data from the Michigan Public School Racial Census of 1967, Michigan's first such census. The data are derived from the questionnaires returned by 3,374 principals and 63,469 classroom teachers of 1,830,665 pupils in Michigan Public Schools. The data on Central Office personnel have not been included in this report.

Included in this report are analyses of the data related to: the racial distribution in Michigan Public Schools; the racial concentration in schools and school districts; the relationship between the racial composition of pupils and teachers; the trends in racial concentration; the attendance of pupils in non-neighborhood schools; and the racial composition of classroom and school related to some characteristics and attitudes of pupils and staff.

The data analyses presented in this report are preliminary and should be interpreted with caution. The relationships presented between racial composition of the school or class and other factors have not been controlled for other variables that might be relevant for the findings presented in the tables. More refined analyses will be presented in later reports of these data.

*Prepared by Dr. Gerald Gurin and Dr. Patricia Gurin, Survey Research Center, University of Michigan, who also assisted the State Department of Education in the design of the census.

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## Racial Distribution in Michigan Public Schools

The first two tables present the overall racial distributions in the Michigan public schools.

Table 1 presents the racial breakdown of pupils, teachers and principals in these schools. We are particularly concerned in this preliminary report with the distribution of Negro pupils and staff. We see in Table 1 that 13.7 percent of all the pupils enrolled in Michigan public schools, 8.0 percent of the classroom teachers, and 2.6 percent of the principals are Negro.*

### TABLE 1

### RACIAL DISTRIBUTION OF PUPILS, TEACHERS AND PRINCIPALS IN MICHIGAN PUBLIC SCHOOLS

| | Pupils | | Teachers | | Principals | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| White | 1,552,941 | 84.8% | 57,043 | 89.9% | 3,282 | 97.3% |
| Negro | 250,609 | 13.7 | 5,060 | 8.0 | 89 | 2.6 |
| Oriental | 2,581 | 0.1 | 86 | 0.1 | | |
| Indian | 2,968 | 0.2 | 56 | 0.1 | 3 | 0.1 |
| Other or Not Ascertained | 21,566 | 1.2 | 1,224 | 1.9 | | |
| Total Number of Pupils, Teachers and Principals | 1,830,665 | 100.0% | 63,469 | 100.0% | 3,374 | 100.0% |

Table 2 breaks down the racial distribution of pupils presented in Table 1 into elementary, junior high, senior high and K-12 schools. We see in this table that the proportion of Negro pupils decreases as one goes from the elementary to the high school level; whereas 15.3 percent of all Michigan elementary school pupils are Negro, only 13.1 percent of the junior high school pupils and 10.2 percent of all high school pupils are Negro.

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*It might be noted that only 32 of the 89 Negro principals in Michigan are the only principals in their building, fifty-seven are in school buildings with other principals; in 51 of these instances the other principals are white.

TABLE 2

RACE OF PUPILS IN ALL MICHIGAN PUBLIC SCHOOLS

| Race of Pupils | Type of School | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Elementary | | Junior | | High School | | K-12 School | | Type of School Not Ascertained | | Total | |
| | N | % | N | % | N | % | N | % | N | % | N | % |
| White | 898,923 | 83.2% | 259,816 | 85.0% | 380,266 | 88.7% | 9,349 | 99.2% | 4,587 | 83.0% | 1,552,941 | 84.8% |
| Negro | 165,444 | 15.3 | 40,056 | 13.1 | 43,958 | 10.2 | 24 | 0.3 | 1,127 | 16.9 | 250,609 | 13.7 |
| Oriental | 1,660 | 0.1 | 405 | 0.1 | 499 | 0.1 | 12 | 0.1 | 5 | - | 2,581 | 0.1 |
| Indian | 1,952 | 0.2 | 337 | 0.1 | 645 | 0.2 | 30 | 0.3 | 4 | - | 2,968 | 0.2 |
| Other or Not Ascertained | 13,103 | 1.2 | 5,147 | 1.7 | 3,262 | 0.8 | 11 | 0.1 | 43 | 0.1 | 21,566 | 1.2 |
| Total Number of Pupils | 1,081,082 | 100.0% | 305,761 | 100.0% | 428,630 | 100.0% | 9,426 | 100.0% | 5,766 | 100.0% | 1,830,665 | 100.0% |

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## Racial Composition of Schools and Classrooms

Tables 3 through 6 present the data on the ways in which the Negro pupils in Michigan tend to be concentrated in given schools and districts. Tables 3 and 4 present the data on the racial concentration in schools, and Tables 5 and 6 present the data on the concentration in districts.

### Racial Concentration in Schools

Table 3 presents the data on the racial composition in the 3,222 public schools for which these data were available for this preliminary report. Table 3 presents these data separately for different types of schools. For the purpose of this table and the remaining tables in this preliminary report, we have divided the Michigan schools into eight categories of racial composition: those which have no Negro pupils at all; those which have some Negro pupils but less than 5 percent; those from 5 to 25 percent; those from 25 to 40 percent; those from 40 to 50 percent; those from 50 to 60 percent; those from 60 to 95 percent; and those that have 95 percent or more Negro pupils.

Turning first to the total figures for all Michigan schools in Table 3, we see the extent to which the public schools in Michigan fall into these eight different categories. For example, 3.6 percent of all Michigan public schools have a racial composition of 95 percent or more Negro pupils. If we take 50 percent as one significant dividing point, we find that 8.1 percent of the public schools in Michigan have 50 percent or more Negro pupils in them. At the other end of the scale we find that almost three-fifths of the schools in Michigan (59.1%) have no Negro pupils at all. Table 3 also indicates that there are relatively few schools with an equal distribution of Negro and white pupils; 1.5 percent of the schools in Michigan have a Negro population between 40 and 60 percent.

When we look at the racial composition among different types of schools we find that the Negro concentration of pupils, as expected, is much more marked in elementary than in higher schools. For example, whereas 4.4 percent of the elementary schools have 95 percent or more Negro pupils, this is true for only 2.2 percent of the junior high schools and .8 percent of the senior high schools in Michigan.

## TABLE 3

## RACIAL COMPOSITION OF MICHIGAN PUBLIC SCHOOLS

| Racial Composition of the School | Type of School: Elementary N | Elementary % | Junior N | Junior % | High School N | High School % | K-12 School N | K-12 School % | Total N | Total % |
|---|---|---|---|---|---|---|---|---|---|---|
| 0% Negro Pupils | 1,416 | 61.0% | 218 | 54.5% | 255 | 53.5% | 16 | 72.7% | 1,905 | 59.1% |
| .01 - 4.9% | 484 | 20.9 | 96 | 23.9 | 146 | 30.6 | 5 | 22.7 | 731 | 22.7 |
| 5 - 24.9% | 147 | 6.4 | 40 | 10.0 | 41 | 8.7 | 1 | 4.6 | 229 | 7.1 |
| 25 - 39.9% | 45 | 1.9 | 13 | 3.2 | 9 | 1.9 | - | - | 67 | 2.1 |
| 40 - 49.9% | 22 | 0.9 | 2 | 0.5 | 4 | 0.8 | - | - | 28 | 0.9 |
| 50 - 59.9% | 14 | 0.6 | 4 | 1.0 | 3 | 0.6 | - | - | 21 | 0.6 |
| 60 - 94.9% | 91 | 3.9 | 19 | 4.7 | 15 | 3.1 | - | - | 125 | 3.9 |
| 95% or over | 103 | 4.4 | 9 | 2.2 | 4 | 0.8 | - | - | 116 | 3.6 |
| Total Number of Schools | 2,322 | 100.0% | 401 | 100.0% | 477 | 100.0% | 22 | 100.0% | 3,222* | 100.0% |

*This total does not include 23 schools which did report but where the information was inadequate to make these classifications.

Table 4 examines the issue of racial concentration in a somewhat different way. In Table 3 we saw how the schools in Michigan were distributed with respect to racial concentration. In Table 4 we see how Negro and white pupils are distributed in these different schools. Table 4 presents the data in such a way as to permit us to answer the following type of question: What proportion of the white pupils and what proportion of the Negro pupils in Michigan are going to schools of a given racial composition?

Looking first at the total figures for all Negro and white Michigan pupils we can see the extent to which these two populations of Michigan pupils are concentrated in given racial school environments. For example, we see that almost three-fourths (73.8%) of all Negro pupils in Michigan attend predominately Negro schools (those with 60 percent or more Negro pupils). On the other hand, almost three-fifths (58.3%) of all white pupils in Michigan attend schools where no Negro pupils are present.

Again, we see that there are clear differences in different types of schools with the degree of racial concentration being more extreme in the elementary schools than in those at the higher levels. For example, whereas 49 percent of all Negro elementary school pupils go to a school that has 95 percent or more Negroes, this is true for only 27.9 percent of the Negro junior high school pupils and 16.7 percent of the Negro pupils who are attending high schools.

TABLE 4

DISTRIBUTION OF NEGRO AND WHITE PUPILS IN SCHOOLS OF DIFFERENT RACIAL COMPOSITION

| Racial Composition of School | Elementary | | Junior | | High School | | K-12 School | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Negro | White | Negro | White | Negro | White | Negro | White | Negro | White |
| 0% Negro Pupils | 0 | 63.3% | 0 | 55.5% | 0 | 48.6% | 0 | 52.9% | 0 | 58.3% |
| .01 to 4.9% | 1.8% | 25.5 | 1.7% | 26.8 | 3.3% | 33.9 | 50.0% | 45.0 | 2.0% | 27.9 |
| 5.0 to 24.9% | 5.4 | 6.6 | 10.2 | 11.4 | 15.6 | 12.0 | 50.0 | 2.1 | 8.0 | 8.7 |
| 25.0 to 39.9% | 5.8 | 2.1 | 13.8 | 3.0 | 9.9 | 2.3 | - | - | 7.8 | 2.3 |
| 40.0 to 49.9% | 3.9 | 0.9 | 1.0 | 0.7 | 9.7 | 1.3 | - | - | 4.4 | 0.9 |
| 50.0 to 59.9% | 2.9 | 0.4 | 7.0 | 0.9 | 5.3 | 0.5 | - | - | 4.0 | 0.5 |
| 60.0 to 94.9% | 31.2 | 1.1 | 38.4 | 1.6 | 39.5 | 1.4 | - | - | 33.7 | 1.3 |
| 95.0% or higher | 49.0 | 0.1 | 27.9 | 0.1 | 16.7 | 0 | - | - | 40.1 | 0.1 |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Number of Pupils | 165,444 | 898,923 | 40,056 | 259,816 | 43,958 | 380,266 | 24 | 9,349 | 249,482 | 1,548,354 |

## Racial Concentration in School Districts

Tables 5 and 6 present data on the extent to which schools with high concentrations of Negro pupils tend, in turn, to be concentrated in certain school districts. We see, in Table 5, that of the 611 districts represented in this report, less than half (42.7%) had any Negro pupils. Table 5 also presents the data on the number of districts that include any school with an appreciable proportion of Negro pupils. Thus, there are 39 districts or 6.3 percent of those represented in this report that have at least one school with at least 25 percent Negro pupils. If we take a 50 percent figure as our point of reference, we find that 31 of these 39 districts have at least one school with at least 50 percent Negro pupils. Finally, if we look at the 95 percent figure, we find that 14 of these 31 districts (2.3 percent of all Michigan districts in this report) have at least one school with that degree of concentration. We have indicated the names of these districts in the footnote of Table 5.

### TABLE 5

### SCHOOL DISTRICT CONCENTRATION OF RACIAL COMPOSITION

| Districts with at Least One School with: | Number of Districts | Percent |
|---|---|---|
| Any Negro Pupil | 261 | 42.7% |
| At least 25% Negro Pupils | 39*** | 6.3% |
| At least 50% Negro Pupils | 31** | 5.0% |
| At least 95% Negro Pupils | 14* | 2.3% |

*These districts include: Benton Harbor, Detroit, Ecorse, Ferndale, Flint, Inkster, Lansing, Mt. Clemens, Muskegon Heights, Oak Park, Pontiac, River Rouge, Saginaw, Ypsilanti.

**These districts include the 14 listed above plus the following 17: Adrian, Albion City, Battle Creek, Beecher, Bay City, Buena Vista, Cassopolis, Covert, Dearborn Township No. 8, Grand Rapids, Highland Park, Jackson Union, Kalamazoo City, Monroe City, Muskegon, Port Huron, Romulus.

***These districts include the 31 listed above plus the following 8: Ann Arbor, Clintondale, Dowagiac, Hamtramck, New Haven, Roseville, Taylor Township, Willow Run.

Table 6 presents a detailed breakdown of the racial composition in all the elementary schools in the 14 districts that have at least one school with more than 95 percent Negro pupils. We present data on only elementary schools since these, as we have already noted, tend to have the most extreme racial concentrations. The purpose of Table 6 is to indicate the extent to which the Negro and white pupil populations in a given district tend to be divided into predominantly Negro and predominantly white school environments as opposed to being distributed throughout all levels of racial composition. It is clear from the table that the predominant pattern in the districts is for the population to divide into predominantly white and predominantly Negro schools, although this is somewhat less true in some districts than in others. Again we may note the low frequency of schools with fairly equal mixes of Negro and white pupils, even in those districts with large proportions of Negro pupils.

## TABLE 6

## RACIAL COMPOSITION OF ALL ELEMENTARY SCHOOLS IN DISTRICTS HAVING AT LEAST ONE ELEMENTARY SCHOOL WITH 95% NEGRO PUPILS

| Racial Composition of the School | Benton Harbor | Detroit | Ecorse | Femdale | Flint | Inkster | Lansing | Mt. Clemens | Muskegon Heights | Oak Park | Pontiac | River Rouge | Saginaw | Ypsilanti |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0% Negro Pupils | 2 | 16 | 1 | 5 | 9 | 1 | 8 | 2 | 0 | 1 | 7 | 2 | 6 | 0 |
| .01% to 4.9% | 6 | 40 | 1 | 3 | 11 | 0 | 21 | 4 | 1 | 5 | 9 | 0 | 12 | 5 |
| 5% to 24.9% | 4 | 25 | 1 | 1 | 5 | 1 | 14 | 1 | 2 | 0 | 3 | 0 | 2 | 2 |
| 25% to 39.9% | 2 | 14 | 0 | 0 | 2 | 1 | 2 | 2 | 0 | 0 | 1 | 0 | 1 | 1 |
| 40% to 49.9% | 0 | 8 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| 50% to 59.9% | 1 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 60% to 94.9% | 4 | 34 | 1 | 0 | 6 | 1 | 2 | 1 | 1 | 0 | 2 | 0 | 7 | 0 |
| 95% or more | 1 | 75 | 2 | 1 | 6 | 3 | 1 | 1 | 3 | 1 | 4 | 2 | 1 | 1 |
| Total Number of Elementary Schools in Each District | 20 | 220 | 6 | 10 | 41 | 7 | 48 | 11 | 7 | 7 | 28 | 4 | 29 | 10 |

## Relationship Between Racial Composition of Pupils and Teachers

Tables 7 and 8 present data on the extent to which the racial concentration of pupils in a class is associated with the race of the teacher. Table 7 divides the classes into the same eight racial-composition categories as were used in dividing schools in the preceding tables and indicates a striking relationship between race of pupils and race of teachers. Whereas 97.6 percent of the teachers in classrooms with no Negro children are white, this proportion decreases steadily as the Negro composition of the class increases, until we find that in classes with at least 95 percent Negro pupils, only 41.0 percent of the teachers are white. In complementary fashion, whereas in classes with no Negro pupils only 0.9 percent of the teachers are Negro, this figure increases steadily as the Negro composition in the classroom increases until we find that in classrooms with 95 percent or more Negro pupils 56.2 percent of the teachers are Negro.



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## TABLE 7

## RELATIONSHIP BETWEEN PROPORTION OF NEGRO PUPILS IN THE CLASS AND RACE OF TEACHER

| Race of Teacher | % Negro Pupils in the Class | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0% | | .01 to 4.9% | | 5.0 to 24.9% | | 25.0 to 39.9% | | 40.0 to 49.9% | | 50.0 to 59.9% | | 60.0 to 94.9% | | 95% or higher | |
| | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Negro | 389 | 0.9% | 89 | 2.7% | 291 | 6.0% | 191 | 11.7% | 134 | 17.4% | 159 | 20.0% | 1,251 | 35.9% | 2,007 | 56.2% |
| Indian | 32 | 0.1 | 0 | 0 | 3 | 0.1 | 2 | 0.1 | 4 | 0.5 | 4 | 0.5 | 3 | 0.1 | 3 | 0.1 |
| Oriental | 43 | 0.1 | 5 | 0.2 | 8 | 0.2 | 3 | 0.2 | 3 | 0.4 | 5 | 0.6 | 4 | 0.1 | 10 | 0.3 |
| Other | 119 | 0.3 | 9 | 0.3 | 17 | 0.3 | 10 | 0.6 | 3 | 0.4 | 4 | 0.5 | 28 | 0.9 | 22 | 0.6 |
| White | 40,065 | 97.6 | 3,141 | 95.7 | 4,366 | 90.8 | 1,384 | 84.8 | 611 | 79.5 | 606 | 76.2 | 2,110 | 61.7 | 1,466 | 41.0 |
| Not Ascertained | 427 | 1.0 | 37 | 1.1 | 124 | 2.6 | 43 | 2.6 | 14 | 1.8 | 17 | 2.2 | 43 | 1.3 | 64 | 1.8 |
| Total Number of Teachers | 41,075 | 100.0% | 3,281 | 100.0% | 4,809 | 100.0% | 1,633 | 100.0% | 769 | 100.0% | 795 | 100.0% | 3,439 | 100.0% | 3,572 | 100.0% |


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Another way of looking at this relationship between race of teacher and pupils is presented in Table 8. Instead of looking at the racial distribution of teachers in different types of classes as was done in Table 7, Table 8 looks at the racial concentration of the classes of Negro and white teachers. Thus, we see in Table 8 that 74.6 percent of all white teachers in Michigan are teaching in classes with no Negro pupils, whereas only 8.6 percent of all Negro teachers in Michigan are teaching in such classes. At the other end of the scale we find that almost three-quarters (72.3%) of all Negro teachers in Michigan are teaching in classes with 60 percent or more Negro pupils, whereas only 6.7 percent of all white teachers in Michigan are teaching in such classes.

## TABLE 8

## PROPORTION OF ALL NEGRO AND WHITE TEACHERS IN THE STATE WHO ARE TEACHING IN CLASSES WITH DIFFERENT RACIAL COMPOSITIONS

| Racial Composition of Class | Negro Teachers | | White Teachers | |
|---|---|---|---|---|
| | Number | % | Number | % |
| 0% Negro pupils | 389 | 8.6% | 40,065 | 74.6% |
| .01 - 4.9% | 89 | 2.0 | 3,141 | 5.8 |
| 5 - 24.9% | 291 | 6.4 | 4,366 | 8.1 |
| 25 - 39.9% | 191 | 4.2 | 1,384 | 2.6 |
| 40 - 49.9% | 134 | 3.0 | 611 | 1.1 |
| 50 - 59.9% | 159 | 3.5 | 606 | 1.1 |
| 60 - 94.9% | 1,251 | 27.7 | 2,110 | 3.9 |
| 95% or more Negro pupils | 2,007 | 44.6 | 1,466 | 2.8 |
| Total Number of Teachers | 5,060* | 100.0% | 57,043** | 100.0% |

*Includes 549 Negro teachers the racial composition of whose schools was not ascertained.

**Includes 3,294 white teachers the racial composition of whose schools was not ascertained.



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## Trends in Racial Concentration

Table 9 presents some data related to the issue of trends in racial concentration in Michigan schools. The data, it should be cautioned, are only suggestive, since they are based on the principal's estimate. In filling out the questionnaires that were sent to them, principals were asked to estimate what the racial composition of their schools had been six years ago. In addition to the fact that these estimates are subject to error a large proportion of principals gave no estimate at all.

Within the limits of these cautions, the data in Table 9 suggest that racial concentration in Michigan schools has been increasing. For example, in schools that are now between 10 and 50 percent Negro, 30.1 percent of the principals estimate that they had less Negro pupils six years ago, whereas only 3.7 percent estimate that they had more. In those schools that are now between 50 percent and 90 percent Negro, 23.1 percent of the principals estimate they had less six years ago, and only 3.4 percent estimate that they had more.

There is one further caution that should be noted about the data in Table 9. As indicated in the footnote to the table, the figures for "Principal not at school six years ago" include only those principals not at the school who did not make an estimate. These figures should not be interpreted as indicating differences in tenure among principals with varying proportions of Negro pupils in their schools. The fact that more principals in schools of higher Negro concentration check the category "I wasn't here six years ago" does not mean that they have less tenure than the principals of the schools with lower proportions of Negro pupils. Rather it merely indicates that more Negro principals in those schools checked that category rather than offer an estimate. If part of the reason for not making an estimate is the feeling that the school composition has been changing greatly, the figures presented in Table 9 may reflect an underestimation of the actual degree of change in racial concentration that has occurred within the past six years.



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## TABLE 9

## RELATIONSHIP BETWEEN PROPORTION OF NEGRO PUPILS IN THE SCHOOL AT PRESENT AND PRINCIPAL'S ESTIMATE OF PROPORTION SIX YEARS AGO

| % Negro Pupils in the School Six Years Ago (Principal's Estimate) | % Negro Pupils in the School at Present | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Less than 10% | | 10 - 49.9% | | 50 - 89.9% | | 90% and higher | | Total | |
| | N | % | N | % | N | % | N | % | N | % |
| Less than 10% | 1,715 | 61.4% | 65 | 30.1% | 7 | 6.0% | 3 | 2.0% | 1,790 | 54.7% |
| 10 - 49.9% | 15 | 0.5 | 68 | 31.5 | 20 | 17.1 | 3 | 2.0 | 106 | 3.2 |
| 50 - 89.9% | 1 | - | 8 | 3.7 | 33 | 28.2 | 15 | 10.1 | 57 | 1.7 |
| 90% and higher | 3 | 0.1 | 0 | 0 | 4 | 3.4 | 57 | 38.3 | 64 | 2.0 |
| Principal not at School six years ago* | 731 | 26.2 | 64 | 29.6 | 42 | 35.9 | 65 | 43.6 | 902 | 27.5 |
| Not ascertained | 328 | 11.8 | 11 | 5.1 | 11 | 9.4 | 6 | 4.0 | 356 | 10.9 |
| Total Number of Schools | 2,793 | 100.0% | 216 | 100.0% | 117 | 100.0% | 149 | 100.0% | 3,275 | 100.0% |

*The figures in this category do not represent all of the principals who were not at the school six years ago. They represent only those principals who checked the alternative "I wasn't here six years ago" in response to the question asking them to estimate what the racial composition of the school had been at that time. Principals who were not at the school six years ago did not check that category when they felt that they could make the estimate.

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## Non-Neighborhood Pupils

Table 10 presents data on the extent to which schools in Michigan have brought in pupils from outside the neighborhood in an attempt to achieve racial balance. The table also presents data on the extent to which schools have included non-neighborhood pupils for other purposes. The table presents the figures for all Michigan schools and also compares schools of varying racial composition.

Looking first at the total figures for all Michigan schools we see that 42.7 percent of the schools in Michigan have some non-neighborhood pupils in attendance for some reason. The major reason pupils attend a non-neighborhood school in Michigan is to attend some special education program; 24.4 percent of all Michigan schools have some non-neighborhood pupils attending such a program. The achievement of numerical balance is also a significant reason for attendance of pupils at non-neighborhood schools; 10.6 percent of all Michigan schools have at least some non-neighborhood pupils attending for that reason. In contrast, a much smaller proportion of schools have brought in non-neighborhood pupils for the two reasons most directly relevant to the issue of equalizing the racial composition of the school; 1.2 percent of the Michigan schools have included non-neighborhood pupils for the purpose of achieving racial balance and 3.2 percent because of utilizing open-enrollment policies. (It should be noted that there is some overlap in these two categories since a school could have both policies.)

The findings in Table 10 indicate some interesting differences according to the racial composition of the school. First, it may be noted that the schools with more Negro pupils also tend to be those that include more non-neighborhood pupils for some reason or other. For example, whereas 33.0 percent of the schools that have no Negro pupils have some non-neighborhood students attending, 68.9 percent of the schools with 95 percent or more Negro pupils have non-neighborhood students in attendance. The reasons for these differences are also of interest. The predominant reason for the difference among schools of different racial composition is the attendance of non-neighborhood pupils for "special education programs"; whereas 17.6 percent of the schools with no Negro pupils have some special education program that brings in non-neighborhood students, this is true for 53.8 percent of the schools with the most predominant Negro population.

The two reasons that are most directly relevant to the issue of promoting a more even racial composition--"achieving racial balance" and "open-enrollment policies"--indicate their effect by occurring more often in the schools that are somewhat in the middle with respect to racial composition. For example, among those schools with between 25 percent and 40 percent Negro pupils, 7.4 percent of the schools include some neighborhood pupils who were brought in to achieve a better racial balance, and 11.8 percent of the schools include some pupils who are attending because the school utilizes an open-enrollment policy. (Again it should be cautioned that there is some overlap in these two figures since a school could have non-neighborhood pupils attending for both reasons--to achieve racial balance and because of utilizing open-enrollment policies.)


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## TABLE 10

### RELATIONSHIP BETWEEN PROPORTION OF NEGRO PUPILS IN THE SCHOOL AND PRESENCE OF NON-NEIGHBORHOOD PUPILS FOR VARYING REASONS

| Schools with any non-neighborhood pupils: | % Negro Pupils in the School | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 0% | .01 to 4.9% | 5.0 to 24.9% | 25.0 to 39.9% | 40.0 to 49.9% | 50.0 to 59.9% | 60.0 to 94.9% | 95% or higher | All Schools |
| In attendance | 33.0% (N=623) | 21.0% (N=361) | 61.0% (N=138) | 70.6% (N=48) | 75.9% (N=22) | 72.7% (N=16) | 59.2% (N=74) | 68.9% (N=82) | 42.7% (N=1364) |
| Attending for special education programs | 17.6% (N=333) | 11.9% (N=204) | 37.6% (N=85) | 35.3% (N=24) | 31.0% (N=9) | 40.9% (N=9) | 41.6% (N=52) | 53.8% (N=64) | 24.4% (N=780) |
| Attending to achieve racial balance | 0 | 0.8% (N=14) | 6.6% (N=15) | 7.4% (N=5) | 3.4% (N=1) | 0 | 1.6% (N=2) | 0.8% (N=1) | 1.2% (N=38) |
| Attending to achieve numerical balance (relieve overcrowding) | 10.1% (N=191) | 4.5% (N=78) | 15.5% (N=35) | 23.5% (N=16) | 10.3% (N=3) | 9.1% (N=2) | 5.6% (N=7) | 5.0% (N=6) | 10.6% (N=338) |
| Attending for technical or vocational programs | 0.7% (N=14) | 0.8% (N=14) | 2.7% (N=6) | 2.9% (N=2) | 6.9% (N=2) | 0 | 6.4% (N=8) | 0 | 1.4% (N=46) |
| Attending for special academic programs | 1.6% (N=30) | 1.2% (N=20) | 3.1% (N=7) | 4.4% (N=3) | 3.4% (N=1) | 0 | 2.4% (N=3) | 2.5% (N=3) | 2.1% (N=67) |
| Attending because of utilizing open-enrollment policies | 1.0% (N=19) | 2.4% (N=41) | 6.2% (N=14) | 11.8% (N=8) | 3.4% (N=1) | 4.5% (N=1) | 8.8% (N=11) | 5.9% (N=7) | 3.2% (N=102) |
| Total Number of Schools | 1890 | 1715 | 226 | 68 | 29 | 22 | 125 | 119 | 3194 |


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## Racial Composition Related to Characteristics of Pupils and Staff

The next set of tables (Table 11 through 16) relate the racial composition of the school or the class to characteristics of the pupils, principals, and teachers. Table 11 presents data relating racial composition to the socio-economic background of the pupils; Tables 12 and 13 relate racial composition to the tenure of teachers and principals; and Tables 14 through 16 relate racial composition to teachers' attitudes toward their pupils.

### Socio-economic Background of Pupils

Table 11 presents the relationship between the racial composition of the school and the principal's estimate of the pupils' socio-economic background. Since the data are based on principals' estimates, they should be interpreted with caution. The findings are very clearly in the expected direction, with the socio-economic background differences following very closely the differentiations according to racial composition. For example, whereas 22.7 percent of the principals in schools that have no Negroes estimate that their pupils come from predominately working class background, this is true for 79.8 percent of the principals in the schools with 95 percent or more Negro pupils. These findings, it should again be cautioned, are not only a reflection of the actual background of the pupils, but may also be reflecting some principal perceptions in this area.


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TABLE 11

RELATIONSHIP BETWEEN PROPORTION OF NEGRO PUPILS IN THE SCHOOL AND PRINCIPAL'S ESTIMATE OF PUPILS' SOCIAL BACKGROUND

| Pupils' Social Background (Principal's Estimates) | % Negro Pupils in the Schooi | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 0% | .01 to 4.9% | 5.0 to 24.9% | 25.0 to 39.9% | 40.0 to 49.9% | 50.0 to 59.9% | 60.0 to 94.9% | 95% or higher | Total |
| All or mostly farm families | 7.3% | 4.1% | 3.1% | 1.5% | 3.4% | 0 | 0.8% | 0 | 5.6% |
| All or mostly professional and white-collar families | 8.5 | 9.9 | 7.1 | 2.8 | 3.4 | 0 | 1.6 | 0 | 7.9 |
| A cross-section of white-collar and blue-collar families | 47.0 | 51.0 | 50.4 | 47.1 | 34.5 | 22.7 | 14.4 | 20.2 | 45.6 |
| Al or mostly blue-collar families | 22.7 | 28.4 | 36.3 | 47.1 | 51.8 | 68.2 | 78.4 | 79.8 | 30.2 |
| Not Ascertained | 14.5 | 6.6 | 3.1 | 1.5 | 6.9 | 9.1 | 4.8 | 0 | 10.7 |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Number of Schools | 1971 | 715 | 226 | 68 | 29 | 22 | 125 | 119 | 3275 |

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## Principal and Teacher Tenure

Table 12 presents the relationship between the racial composition of the school and the length of time that the principal has served as principal of the school; Table 13 presents the parallel data for the teacher, relating the racial composition of the classroom to the teacher's tenure at the school. What is interesting in these tables is that no clear relationship appears between the racial composition of the school or class and the principal's or teacher's tenure at the school. These findings contradict a common assumption that schools with a heavier Negro concentration have staff members with less tenure. The lack of a relationship is also surprising in the light of the next tables that will be examined which indicate a clear relationship between the racial composition of the class and the teacher's attitude toward the pupils.

TABLE 12

RELATIONSHIP BETWEEN PROPORTION OF NEGRO PUPILS IN THE SCHOOL AND TENURE OF PRINCIPAL IN SCHOOL

| Number of Years as Principal in the School | % Negro Pupils in the School | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 0% | .01 to 4.9% | 5.0 to 24.9% | 25.0 to 39.9% | 40.0 to 49.9% | 50.0 to 59.9% | 60.0 to 94.9% | 95% or higher | Total |
| One to two years | 47.4% | 38.5% | 33.6% | 35.3% | 37.9% | 36.4% | 44.0% | 48.7% | 44.0% |
| Three to five years | 22.7 | 21.5 | 25.7 | 29.4 | 17.2 | 40.9 | 23.2 | 21.0 | 22.8 |
| Six to ten years | 17.2 | 21.8 | 23.9 | 20.5 | 20.8 | 18.2 | 18.4 | 19.3 | 18.9 |
| Eleven to fifteen years | 7.6 | 11.9 | 11.1 | 7.4 | 17.2 | 4.5 | 8.0 | 5.9 | 8.8 |
| Sixteen years and more | 5.1 | 6.3 | 5.7 | 7.4 | 6.9 | 0 | 6.4 | 5.1 | 5.5 |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Number of Principals | 1971 | 715 | 226 | 68 | 29 | 22 | 125 | 119 | 3275 |

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## TABLE 13

## RELATIONSHIP BETWEEN PROPORTION OF NEGRO PUPILS IN THE CLASS AND TENURE OF TEACHER IN CLASS

| Number of Years as Teacher in the School | % Negro Pupils in the Class | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 0% | .01 to 4.9% | 5.0 to 24.9% | 25.0 to 39.9% | 40.0 to 49.9% | 50.0 to 59.9% | 60.0 to 94.9% | 95% or higher | Total |
| One to two years | 25.9% | 26.0% | 26.5% | 25.7% | 23.1% | 27.8% | 28.5% | 27.2% | 26.0% |
| Three to five years | 17.6 | 18.1 | 18.2 | 17.5 | 17.3 | 15.6 | 17.5 | 20.7 | 17.6 |
| Six to ten years | 14.9 | 14.9 | 14.2 | 13.0 | 13.8 | 13.5 | 12.6 | 14.5 | 14.6 |
| Eleven to fifteen years | 7.2 | 7.3 | 6.9 | 7.3 | 7.9 | 5.9 | 5.5 | 5.6 | 6.9 |
| Sixteen years and more | 6.1 | 6.9 | 7.0 | 7.7 | 8.2 | 7.7 | 4.9 | 5.5 | 6.2 |
| Not ascertained | 28.3 | 26.8 | 27.2 | 28.8 | 29.7 | 29.5 | 31.0 | 26.5 | 28.7 |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Number of Teachers | 41,075 | 3,281 | 4,809 | 1,633 | 769 | 795 | 3,439 | 3,572 | 63,469* |

*Includes 4,096 teachers the racial composition of whose classes was not ascertained.



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## Teachers' Attitudes Toward Pupils

Tables 14 through 16 present a set of findings which suggest that teachers have more negative attitudes toward their pupils in classes with a larger proportion of Negro pupils. Table 14 shows the relationship between the racial composition of the class and and the teachers' response to a question in the questionnaire which asked them to indicate whether they had asked to work in the school or had been placed in the school. There is a clear relationship between the racial composition of the school and the extent to which the teachers' placement in the school was a matter of choice. Whereas 53.7 percent of the teachers in the schools with no Negores indicate that they had asked to work in the school, this figure decreases as the proportion of Negro pupils increases, to the point where only 30.1 percent of the teachers in classes with 95 percent or more Negroes say they had asked to work in the school.

The relationship indicated in Table 14 further amplified in the data presented in Tables 15 and 16, which relate the proportion of Negro pupils in the class to the teachers' attitudes toward the pupils. In the questionnaire given to the teachers they were asked to rate their pupils' academic ability and also asked to rate their motivation (i.e., how hard they felt their pupils tried). Table 15 indicates that the greater the proportion of Negro pupils in a class the lower the teacher's rating of their academic ability; and Table 16 indicates in parallel fashion that the motivation of pupils is rated lower as the proportion of Negro pupils increases. The figures and differences are quite striking. For example, whereas 14.9 percent of the teachers' with no Negro pupils in their class rate their pupils as below average ("fair" or "poor") these ratings are given to their pupils by 52.4 percent of the teachers of classes with 95% or more Negro students. While the differences in the ratings of the pupils' motivation are not quite as large, they are also striking; for example, whereas 14.8 percent of the teachers with no Negro pupils rate their students as below average in motivation, this is true for 42.4 percent of the teachers of the classes with the most predominant Negro racial composition.

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## TABLE 14

## RELATIONSHIP BETWEEN PROPORTION OF NEGRO PUPILS IN THE CLASS AND ASSIGNMENT OF TEACHER

| Teacher: | % Negro Pupils in the Class | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 0% | .01 to 4.9% | 5.0 to 24.9% | 25.0 to 39.9% | 40.0 to 49.9% | 50.0 to 59.9% | 60.0 to 94.9% | 95% or higher | Total |
| Asked to work in this school | 53.7% | 52.0% | 47.1% | 39.5% | 40.7% | 37.1% | 34.7% | 30.1% | 49.1% |
| Was placed in this school | 43.6 | 45.2 | 50.0 | 57.4 | 56.6 | 59.4 | 63.4 | 67.8 | 47.7 |
| Not ascertained | 2.7 | 2.8 | 3.3 | 3.1 | 2.7 | 3.5 | 1.9 | 2.1 | 3.2 |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Number of Teachers | 41,075 | 3,281 | 4,809 | 1,633 | 769 | 795 | 3,439 | 3,572 | 63,469* |

*Includes 4,096 teachers the racial composition of whose classes was not ascertained.

## TABLE 15

### RELATIONSHIP BETWEEN PROPORTION OF NEGRO PUPILS IN THE CLASS AND TEACHER'S RATING OF PUPILS' ACADEMIC ABILITY

| Teacher's Rating of Pupils' Academic Ability | % Negro Pupils in the Class | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 0% | .01 to 4.9% | 5.0 to 24.9% | 25.0 to 39.9% | 40.0 to 49.9% | 50.0 to 59.9% | 60.0 to 94.9% | 95% or higher | Total |
| Excellent | 2.7% | 2.7% | 2.1% | 0.9% | 1.0% | 1.0% | 0.8% | 0.8% | 2.2% |
| Good | 28.3 | 24.5 | 20.1 | 12.8 | 10.5 | 8.8 | 8.4 | 10.6 | 23.3 |
| Average | 52.9 | 54.8 | 49.0 | 46.0 | 41.0 | 37.7 | 30.0 | 34.3 | 47.6 |
| Fair | 11.1 | 13.6 | 18.4 | 26.0 | 31.0 | 32.7 | 37.9 | 33.9 | 15.0 |
| Poor | 3.8 | 2.6 | 6.8 | 10.3 | 12.6 | 16.0 | 20.9 | 18.5 | 6.0 |
| Not Ascertained | 1.2 | 1.8 | 3.6 | 4.0 | 3.9 | 3.8 | 2.0 | 1.9 | 5.9 |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Number of Teachers | 41,075 | 3,281 | 4,809 | 1,633 | 769 | 795 | 3,439 | 3,572 | 63,469* |

*Includes 4,096 teachers the racial composition of whose classes was not ascertained.



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## TABLE 16

## RELATIONSHIP BETWEEN PROPORTION OF NEGRO PUPILS IN THE CLASS AND TEACHER'S RATING OF PUPILS' MOTIVATION

| Teacher's Rating of How Hard Pupils Try in School | % Negro Pupils in the Class | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 0% | .01 to 4.9% | 5.0 to 24.9% | 25.0 to 39.9% | 40.0 to 49.9% | 50.0 to 59.9% | 60.0 to 94.9% | 95% or higher | Total |
| Excellent | 3.8% | 3.5% | 3.2% | 2.1% | 2.7% | 2.6% | 2.5% | 3.2% | 3.4% |
| Good | 35.4 | 31.8 | 27.4 | 20.8 | 19.5 | 17.7 | 18.6 | 20.0 | 30.4 |
| Average | 44.8 | 45.7 | 44.3 | 43.3 | 39.9 | 34.7 | 31.8 | 32.7 | 41.3 |
| Fair | 13.2 | 14.8 | 18.7 | 25.4 | 29.1 | 33.5 | 35.7 | 33.0 | 16.2 |
| Poor | 1.6 | 2.3 | 3.1 | 4.5 | 5.7 | 8.4 | 9.6 | 9.4 | 2.8 |
| Not Ascertained | 1.2 | 1.9 | 3.3 | 3.9 | 3.1 | 3.1 | 1.8 | 1.7 | 5.9 |
| Total | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| Number of Teachers | 41,075 | 3,281 | 4,809 | 1,633 | 769 | 795 | 3,439 | 3,572 | 63,469* |

*Includes 4,096 teachers the racial composition of whose classes was not ascertained.



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## Pupils of Spanish-Speaking Background

This preliminary report has been primarily concerned with the distribution of Negro pupils in Michigan public schools. The racial census, however, is concerned with other minority groups as well, and later reports will deal more extensively with them. For the purposes of this report we have merely presented the overall distributions of some of the other groups, specifically Indian and Oriental. Data were also gathered on the distribution of pupils of Spanish-speaking background (Puerto Rican, Mexican American, etc.). These data are presented in Table 17. In the questionnaire, the teachers were asked to indicate the proportion of pupils of Spanish-speaking background in their class. As indicated in Table 17, almost three-quarters of the teachers (73.7%) indicated that there were no such pupils in their class, and an additional 17 percent indicated that there were a few such children in their class, i.e., somewhere between 1 and 20 percent. Classes that consist predominantly of pupils with Spanish-speaking background, i.e., 80% or higher, represent about 2.1 percent of the classes in Michigan public schools, at least according to the teachers' estimate of their pupils' background. This proportion, it might be noted, is larger than the proportion of teachers of Spanish-speaking background. The data from the census indicate that about one-half of one percent of the classroom teachers in Michigan are of Spanish-speaking background.

### TABLE 17

### DISTRIBUTION OF PUPILS OF SPANISH-SPEAKING BACKGROUND IN MICHIGAN PUBLIC SCHOOL CLASSES

| Proportion of Pupils of Spanish Speaking Background in Class | N | % |
|---|---|---|
| 0% | 46,779 | 73.7% |
| .01% to 20% | 10,784 | 17.0 |
| 20.01% to 40% | 340 | 0.6 |
| 40.01% to 60% | 65 | 0.1 |
| 60.01% to 80% | 13 | - |
| 80% or higher | 1,345 | 2.1 |
| Not ascertained | 4,143 | 6.5 |
| Total Number of Classes | 63,469 | 100.0% |


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